



UNIVERSITY
of HULL

Access and Participation Plan

2025-26 to 2028-29

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Introduction and strategic aim

1. The University of Hull is a broad-based, research-led institution, delivering undergraduate and postgraduate programmes to 15,400 students across four faculties: Arts, Cultures and Education; Business, Law and Politics; Health Sciences (including the Hull York Medical School, jointly with the University of York); and Science and Engineering.
2. Over half (57%) of our students are UK domiciled, undergraduate students. Of these, the vast majority are studying full time, first degrees¹.
3. Founded in 1927, we have a rich heritage of supporting the educational, social, economic and cultural development of our city and region. Almost 60% of our UK domiciled, undergraduate students are local to the University². As the only university in a region of marked socio-economic disadvantage, a strong sense of place and civic responsibility remain integral to our institutional identity, and shape our approach to supporting equality of opportunity.³
4. Our mission, as enshrined in our Royal Charter, is “to advance education, scholarship, knowledge and understanding through teaching and research, for the benefit of individuals and society at large”.
5. We have a strong record of enabling access to our institution for students from socio-economically disadvantaged backgrounds. Over 30% of our home, full-time, undergraduate entrants are from the most deprived neighbourhoods (IMD quintile 1) and over 20% were eligible for free school meals.
6. Our commitment to promoting equality of opportunity to access, succeed in and progress from the University is resolute, and embedded throughout our Strategy 2030. Developed in consultation with our staff and students, Strategy 2030 articulates our vision to shape a “fairer, brighter and carbon neutral future”. Twin themes of environmental sustainability and social justice are at the heart of this strategy.
7. As a TEF Gold rated institution, with a gold student experience rating, we are particularly proud to offer an outstanding academic experience to our students. Through our access and participation work, we will strive to ensure that this experience delivers equality of opportunity to all students.
8. In particular, we are committed to facilitating equal opportunity for students to complete and succeed in their studies, regardless of ethnicity or socio-economic background.

Risks to equality of opportunity

9. Differences (gaps) in the rates of access to, success in, and progression from higher education between groups of students can indicate inequality of opportunity. We used the Office for Students' Access and Participation Dataset to identify our most significant gaps. We then explored these gaps further using additional data and insight to understand the underlying risks affecting our students. Annex A sets out the analysis we undertook and the results in further detail.

¹ 94.1% of our UK domiciled, undergraduate students are studying full time and 93.1% are studying at first degree level (HESA Data Futures Student Engagement data)

² Local students are calculated by taking the student's entry profile permanent address postcode and determining if it is within these four Local Authority Districts: City of Kingston upon Hull, East Riding of Yorkshire, North East Lincolnshire, North Lincolnshire

³ 45% of neighbourhoods in Hull are among the most deprived 10% in England. In the wider Humber region, 22.5% of neighbourhoods are in the most deprived decile. ([English indices of deprivation 2019](#))

Indications of risk

10. Our assessment identified gaps in three significant areas, which are likely to be indications of risks to equality of opportunity:

INDICATION 1

Socio-economic completion gap

Lower completion rates for students from socio-economically disadvantaged backgrounds.

INDICATION 2

Socio-economic awarding gap

Lower awarding rates (1st/2.1 degree awards) for students from socio-economically disadvantaged backgrounds.

INDICATION 3

Ethnicity awarding gap

Lower awarding rates (1st/2.1 degree awards) for Black students and Asian students.

Underlying risks

11. Our assessment suggests that these indications of risk are likely to be caused by the following underlying risks. (See Figure 9, Annex A for a summary of evidence to support these conclusions.)

RISK 1

Knowledge and skills

Some students may not have equal opportunity to develop the knowledge and skills required for successful higher education study.

RISK 2

Information and guidance

Some students may not have equal opportunity to receive sufficient information and guidance about higher education. This affects whether students know what to expect from higher education, are enabled to make informed choices, and are enabled to develop the social capital to navigate university life.

RISK 3

Insufficient academic support

Some students may not have equal opportunity to succeed academically due to insufficient personalised academic support or insufficiently inclusive curriculum design. This can include assumptions of implicit knowledge, norms and behaviours required for success (the hidden curriculum).

RISK 4

Insufficient personal support and wider student experience

Some students may not have equal access to personal support during their studies, including formal support services, social experiences and extra-curricular activities. Furthermore, the campus culture may not be sufficiently inclusive to foster a positive wider student experience for some students. This may have a negative impact on their wellbeing and academic success.

RISK 5

Mental health

Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing, or may develop during higher education study.

RISK 6

Cost pressures

Increases in cost pressures may affect a student's ability to complete their course and/or their academic success.

Objectives

12. We have developed five key objectives for our access and participation work. Our objectives relate to the indications of risk found in our assessment (paragraph 10, page 2). We will meet our objectives by mitigating the underlying risks identified (paragraph 11, page 2). For each objective, we have also set ourselves an ambitious target. The table in Figure 1 (page 4) maps each objective to related indications of risk, underlying risks and targets.

1. To support increased attainment at Key Stage 4, for students who are under-represented in HE and/or socio-economically disadvantaged.
2. To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.
3. To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.
4. To increase equality of opportunity for Black students to be awarded a 1st/2.1 by 2030.
5. To increase equality of opportunity for Asian students to be awarded a 1st/2.1 by 2030.

Figure 1: Objectives, risks and targets

OBJECTIVE	INDICATION(S) OF RISK	UNDERLYING RISKS	TARGET
1	Local secondary school attainment gaps, Socio-economic completion gap (indication 1), Socio-economic awarding gap (indication 2)	Knowledge and skills (risk 1), Information and guidance (risk 2)	80% participants make progress in 70% of short-term learning outcomes related to metacognition, oracy and revision skills. (PTA_1)
2	Socio-economic completion gap (indication 1)	Knowledge and skills (risk 1), Information and guidance (risk 2), Academic support (risk 3), Personal support & wider experience (risk 4), Mental health (risk 5), Cost pressures (risk 6)	To reduce the completion gap between students from areas of highest deprivation (IMD quintile 1) and students from areas of least deprivation (IMD quintile 5) by 6.3 percentage points by 2030 (from 10.3pp for 17/18 entrants to 4pp for 29/30 entrants). (PTS_1)
3	Socio-economic awarding gap (indication 2)	Knowledge and skills (risk 1), Academic support (risk 3), Personal support & wider experience (risk 4), Mental health (risk 5), Cost pressures (risk 6)	To reduce the awarding gap between students from areas of highest deprivation (IMD quintile 1) and students from areas of least deprivation (IMD quintile 5) by 8.4 percentage points by 2030 (from 10.9pp for 21/22 qualifiers to 6pp for 29/30 qualifiers). (PTS_2)
4	Ethnicity awarding gap (indication 3)	Information and guidance (risk 2), Academic support (risk 3), Personal support & wider experience (risk 4), Mental health (risk 5)	To reduce the awarding gap between Black students and White students by 7.2 percentage points by 2030 (from 12.2pp for 21/22 qualifiers to 5pp for 29/30 qualifiers). (PTS_3)
5	Ethnicity awarding gap (indication 3)	Information and guidance (risk 2), Academic support (risk 3), Personal support & wider experience (risk 4), Mental health (risk 5)	To reduce the awarding gap between Asian students and White students by 7.9 percentage points by 2030 (from 11.9pp for 21/22 qualifiers to 4pp for 29/30 qualifiers). (PTS_4)

(reference in brackets relates to the Fees, Investment and Targets submission)

Intervention strategies and expected outcomes

13. In order to meet our objectives, we have created intervention strategies designed to mitigate each of the six underlying risks to equality of opportunity identified. This ensures that our access and participation activity is focused on the root causes of inequalities. Each intervention strategy is set out below, with associated objectives, targets and indications of risk.

Intervention strategy 1: Knowledge and skills

14. This intervention strategy has been designed to mitigate risk 1, knowledge and skills. Some students may not have equal opportunity to develop the knowledge and skills required for successful higher education study.

15. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds.

16. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 1: To support increased attainment at Key Stage 4, for students who are under-represented in HE and/or socio-economically disadvantaged.

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.

17. Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it has been flagged in the first column, and inputs have been allocated proportionately.

INTERVENTION STRATEGY 1: KNOWLEDGE AND SKILLS

Activity	Description	Inputs	Outcomes
Future Thinking Outreach Programme	<p>A sustained and progressive programme to support attainment raising, in partnership with the Humber Outreach Programme (Uni Connect partnership). Each programme focuses on key components to support key stage 4 attainment: metacognition, oracy and revision skills.</p> <p>This is a collaborative activity. The Humber Outreach Programme is piloting the metacognition programme for year 8 pupils however delivery outlined here is additional. The other two programmes are new activities.</p>	<p>Staff time to administer and deliver the programme</p> <p>£20,000 annually for operating costs (resources, travel, facilities)</p>	<ul style="list-style-type: none"> • Pupils are more confident in their academic ability • Metacognition: pupils develop a range of independent metacognitive barriers to learning • Oracy: pupils are more confident in constructing a verbal argument as well as greater knowledge retention, vocabulary acquisition and reasoning skills • Revision skills: pupils are more effective in their independent study and revision • Pupils are able to apply these transferrable skills to a range of academic subjects
Into University Activity also contributes to intervention strategy 2	<p>We are a partner of the Into University Centre in Hull, and we exploring supporting new centres to open. Into University is a charity which provides community based, early and sustained intervention to support attainment and information, advice and guidance.</p> <p>This is collaborative activity. One centre has opened and two new centres are being scoped.</p>	<p>Staff time to administer University contribution (hosting events etc.)</p> <p>£5,000 annually for University contribution (resources and facilities for hosting events etc.)</p> <p>£530,000 (N.B. to be raised through fundraising) contribution to launch new centres</p>	<ul style="list-style-type: none"> • Improved learning skills and attainment • Increased self-efficacy • Increased knowledge of higher education and career options
Contextual Admissions	Points based contextual admissions scheme which offers discounted entry tariff requirements for eligible students.	Staff time to process contextual offers	<ul style="list-style-type: none"> • Students who may not have had equal opportunity to attain high grades at level 3 are able to access higher education
Insight and Evaluation Activity contributes to all intervention strategies	Research and analysis to better understand the ways in which risks to equality of opportunity impact students and how best to address them.	Staff time for research, analysis, presentation and participation in working groups	<ul style="list-style-type: none"> • Cross-institutional understanding of students' experiences • Evidence informed interventions to address issues or support needs • Strengthened, whole provider, evaluative mind-set
Total cost of activities and evaluation for intervention strategy (4 years): £1,115,000			

Summary of evidence base and rationale: This intervention strategy has been designed on the basis of narrative evidence from sector research, evaluation findings and institutional and partner experience. This evidence indicates the importance of pre-16 academic attainment, the need to intervene early in secondary education and the value of skills such as oracy and metacognition. Further detail of our rationale can be found in Annex B.

Evaluation: We will use methodologies such as surveys, intercepts and formative reflections in conjunction with longitudinal tracking on the Higher Education Access Tracker to evaluate the efficacy of these activities. Further details on our evaluation plans, including plans for sharing findings can be found in Annex B.

Intervention strategy 2: Information and guidance

18. This intervention strategy has been designed to mitigate risk 2, information and guidance. Some students may not have equal opportunity to receive sufficient information and guidance about higher education. This affects whether students know what to expect from higher education, are enabled to make informed choices, and are enabled to develop the social capital to navigate university life.

19. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, and first-in-family students who are Black, Asian, mixed ethnicity or another ethnicity.

20. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.

Objective 4: To increase equality of opportunity for Black students to be awarded a 1st/2.1 by 2030.

Objective 5: To increase equality of opportunity for Asian students to be awarded a 1st/2.1 by 2030.

21. Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it has been flagged in the first column, and inputs have been allocated proportionately.

INTERVENTION STRATEGY 2: INFORMATION AND GUIDANCE

Activity	Description	Inputs	Outcomes
Sparks Outreach Programme	<p>A programme of outreach activities running from year 7 to year 11 with a targeted cohort of pupils from 10 secondary schools in the region. Schools are selected based on pupil characteristics (identified on the HEAT database). The programme provides information, advice and guidance about higher education, and builds social and cultural capital for successful educational progression.</p> <p>The content and operational model of our Sparks programme is being revised and updated.</p>	<p>Staff time to deliver and administer the programme</p> <p>£50,000 annual operating costs (resources, travel, facilities etc.)</p>	<ul style="list-style-type: none"> • Pupils understand different types of higher education, the choice of subjects and modes of study available, student finance, and application systems • Pupils develop confidence in their potential to progress onto and succeed at university • Pupils become familiar with learning and teaching approaches in higher education
Into University Activity also contributes to intervention strategy 1	<p>We are a partner of the Into University Centre in Hull, and we exploring supporting new centres to open. Into University is a charity which provides community based, early and sustained intervention to support attainment and information, advice and guidance.</p> <p>This is collaborative activity. One centre has opened and two new centres are being scoped.</p>	<p>Staff time to administer University contribution (hosting events etc.)</p> <p>£5,000 annually for University contribution (resources and facilities for hosting events etc.)</p> <p>£530,000 (N.B. to be raised through fundraising) contribution to launch new centres</p>	<ul style="list-style-type: none"> • Improved learning skills and attainment • Increased self-efficacy • Increased knowledge of higher education and career options
Principal Partner Colleges Network	<p>We have 7 formal partnerships with Sixth Form Colleges situated within areas of significant deprivation and cohorts with below average participation in HE.</p> <p>Funds are provided to support our partners to raise participation rates through collaborative work, which can include mentoring, interactions with HE, and developing support systems for progression</p>	<p>£70,000 funding per year</p>	<ul style="list-style-type: none"> • Increased awareness of university and career options • Increased motivation to raise attainment • Pupils develop confidence in their potential to progress onto and succeed at university
Hull and East Yorkshire Children's University	<p>We work in partnership with Hull and East Yorkshire's Children's University to support children from schools with high levels of deprivation. Activities include educational visits (including to campus and employers) as part of a sustained programme.</p>	<p>Staff time to coordinate with the charity and organise hosted events etc.</p> <p>£20,000 per year</p>	<ul style="list-style-type: none"> • Increased awareness of university and career options • Increased self-efficacy

Insight and Evaluation Activity contributes to all intervention strategies	Research and analysis to better understand the ways in which risks to equality of opportunity impact students and how best to address them	Staff time for research, analysis, presentation and participation in working groups	<ul style="list-style-type: none"> • Cross-institutional understanding of students' experiences • Evidence informed interventions to address issues or support needs • Strengthened, whole provider, evaluative mind-set
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Total cost of activities and evaluation for intervention strategy (4 years): £1,778,000

Summary of evidence base and rationale: This intervention strategy has been designed on the basis of narrative evidence from sector research and institutional and partner experience. This evidence indicates that for outreach to be most effective, it should include sustained engagements over time. Further detail of our rationale can be found in Annex B.

Evaluation: We will use methodologies such as surveys, intercepts and formative reflections in conjunction with longitudinal tracking on the Higher Education Access Tracker to evaluate the efficacy of these activities. Further details on our evaluation plans, including plans for sharing findings can be found in Annex B.

Intervention strategy 3: Academic support

22. This intervention strategy has been designed to mitigate risk 3, insufficient academic support. Some students may not have equal opportunity to succeed academically due to insufficient personalised academic support or insufficiently inclusive curriculum design. This can include assumptions of implicit knowledge, norms and behaviours required for success (the hidden curriculum).

23. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, Black students and Asian students.

24. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.

Objective 4: To increase equality of opportunity for Black students to be awarded a 1st/2.1 by 2030.

Objective 5: To increase equality of opportunity for Asian students to be awarded a 1st/2.1 by 2030.

25. Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it has been flagged in the first column, and inputs have been allocated proportionately.

INTERVENTION STRATEGY 3: ACADEMIC SUPPORT

Activity	Description	Inputs	Outcomes
Curriculum Design and Resources	<p>Development of evidence-based frameworks and resources to ensure that our curricula are competence based, inclusive and transparent.</p> <p>Examples: Competence Based Education Framework, Inclusive Education Framework, Knowledge Management Framework and our Transforming Programmes initiative to implement these frameworks across our academic portfolio, skills checklists for modules</p> <p>Frameworks have been developed and implementation is underway and will continue through the time-span of the APP. Further development of our curriculum design will continue through focused projects.</p>	Staff time to develop and review	<ul style="list-style-type: none"> • Students are able to extend and apply knowledge within a supportive academic environment, which utilises a wide range of teaching resources and approaches. • Students consolidate their study skills in order to maximise the benefit of different learning and teaching formats. • Students can receive information through a variety of communication mediums to suit their needs. • Students consolidate a varied skills set to enhance future employability and develop the capacity to demonstrate skills to potential employers.
Assessment Design and Support	<p>We are undertaking work to review our assessment design to ensure that it is competency-based, transparent to students and continually innovating.</p> <p>Examples: development of a Competency Based Assessment Framework, piloting different methods of assessment such as formative oral assessments in mathematics or presentation of academic posters at internal student conferences, development of marking rubrics and resources and targeted support for students undertaking resits.</p> <p>Elements of this work are existing and some aspects are currently in development for implementation.</p>	<p>Staff time for pilot projects, design and review</p> <p>£3,000 running costs annually</p>	<ul style="list-style-type: none"> • Students consolidate their understanding of marking schemes and assessment criteria in order to maximise their potential for academic success • Students extend and apply knowledge within a supportive academic environment which utilises a wide range of assessment resources and approaches • Students consolidate communication skills and group work skills • Students consolidate their understanding of their subject area, extend knowledge through independent learning and identify areas of personal interest and potential specialism
Study Skills and Extra-Curricular Academic Support <p>Activity also contributes to intervention strategy 4</p>	<p>This includes 1:1, group and peer support with academic and study skills, including support with academic writing, referencing, digital literacy, collaborative projects, peer learning and assignment support.</p> <p>Examples: our Peer Assisted Student Success programme of peer learning embedded into module timetables, writing groups, and 1:1 study skills appointments</p> <p>These activities are open to all students, and mostly includes existing activity which is built on annually.</p>	<p>Staff time to design, coordinate and deliver</p> <p>Materials/ resources - £2,000 annually</p>	<ul style="list-style-type: none"> • Students consolidate their interpersonal and group work skills • Students consolidate understanding of their subject area and utilise course materials and teaching resources effectively • Students extend and apply knowledge within a supportive academic environment • Students engage with each other to establish positive relationships and form mutual support networks • Students engage pro-actively with the changing demands of their studies and develop pro-active support seeking behaviours

<p>Personal Supervision Development</p> <p>Activity also contributes to intervention strategy 4</p>	<p>Development of our personal supervision including piloting different modes of personal supervision and development of training and resources for personal supervisors.</p> <p>Examples: embedding personal supervision to programme timetable and curriculum, group personal supervision, enhanced targeted personal supervision</p> <p>Some of this work has already begun with pilots, continuous improvement and sharing best practice. This will continue and develop as we learn from pilots and student feedback.</p>	<p>Staff time</p>	<ul style="list-style-type: none"> • Students engage pro-actively with the changing demands of their studies and develop pro-active support-seeking behaviours • Students engage with personal tutorial to establish positive relationships
<p>Employability and Mobility Opportunities</p> <p>Activity also contributes to intervention strategy 4 and 6</p>	<p>Opportunities for work-based learning (such as placements), international study, voluntary roles and internships. This activity includes events and opportunities for students to network with employers and gain paid and voluntary work experience.</p> <p>Examples: subject specific events or networks of relevant organisations, internships and paid part-time work</p> <p>This is existing activity.</p>	<p>Staff time</p> <p>Materials/ resources/ event costs - £1,000 annually</p> <p>Paid part-time work opportunities for students - £4,000 annually</p>	<ul style="list-style-type: none"> • Students consolidate their understanding of their subject area • Students develop a varied skills set to enhance future employability and the capacity to demonstrate skills to employers • Students engage with other students, staff and partner organisations to develop positive relationships and support networks
<p>Student Advisory Services Development</p> <p>Activity also contributes to intervention strategy 4 and 6</p>	<p>This work involves a shift away from medicalised and speciality focused support teams to a more student-centred approach. The reformed advisory services will utilise student success coaching principles to enable students in setting personalised goals and strategies across three core domains: academic success, career readiness and wellbeing.</p> <p>Examples: planning tools, resources and templates alongside discussions with advisors, pilot of group workshops/advice sessions on specific topics (e.g. resilience) or for specific cohorts.</p> <p>This is new activity.</p>	<p>Staff time to design, coordinate and deliver</p>	<ul style="list-style-type: none"> • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • Students engage reflexively with support services to develop personalised strategies to find solutions to challenges they may experience • Students consolidate a varied skill set to foster personal wellbeing and success • Students and staff engage pro-actively to identify and meet student support needs earlier (reducing escalation to acute risks to wellbeing)

Insight and Evaluation Activity contributes to all intervention strategies	Research and analysis to better understand the ways in which risks to equality of opportunity impact students and how best to address them.	Staff time for research, analysis, presentation and participation in working groups	<ul style="list-style-type: none"> • Cross-institutional understanding of students' experiences • Evidence informed interventions to address issues or support needs • Strengthened, whole provider, evaluative mind-set
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Total cost of activities and evaluation for intervention strategy (4 years): £1,586,000

Summary of evidence base and rationale: This intervention strategy has been designed based on sector literature and feedback from our students. Further details of the rationale and evidence base for each activity can be found in Annex B.

Evaluation: Evaluation for this intervention strategy will utilise longitudinal tracking, using internal data and making use of robust comparisons where possible. This will be complemented by our Student Insight programme to triangulate quantitative and qualitative evidence. Further details on evaluation plans can be found in Annex B.

Intervention strategy 4: Personal support and wider student experience

26. This intervention strategy has been designed to mitigate risk 4, personal support and the wider student experience. Some students may not have equal access to personal support during their studies, including formal support services, social experiences and extra-curricular activities. Furthermore, the campus culture may not be sufficiently inclusive to foster a positive wider student experience for some students. This may have a negative impact on their wellbeing and academic success.

27. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, Black students and Asian students.

28. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.

Objective 4: To increase equality of opportunity for Black students to be awarded a 1st/2.1 by 2030.

Objective 5: To increase equality of opportunity for Asian students to be awarded a 1st/2.1 by 2030.

29. Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it has been flagged in the first column, and inputs have been allocated proportionately.

INTERVENTION STRATEGY 4: PERSONAL SUPPORT AND WIDER STUDENT EXPERIENCE

Activity	Description	Inputs	Outcomes
Student Service Delivery Model Activity also contributes to intervention strategy 5	<p>Implementation of an omni-channel service delivery model, with a single virtual and physical entry point for students to access services, advice and support. Both virtual and physical environments are designed to be accessible and inclusive, and to maximise visibility and awareness of services available. This model will provide consistent and 360° data on student interactions with support services.</p> <p>This is a new approach from academic year 24/25.</p>	<p>Staff time</p> <p>Software licensing - £7,500 annually</p>	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • The University engages pro-actively with our students to identify and meet support needs earlier
Student Advisory Services Development Activity also contributes to intervention strategy 3 & 5	<p>This work involves a shift away from medicalised and speciality focused support teams to a more student-centred approach. The reformed advisory services will utilise student success coaching principles to enable students in setting personalised goals and strategies across three core domains: academic success, career readiness and wellbeing.</p> <p>Examples: planning tools, resources and templates alongside discussions with advisors, pilot of group workshops/advice sessions on specific topics (e.g. resilience) or for specific cohorts.</p> <p>This is new activity.</p>	<p>Staff time to design, coordinate and deliver</p>	<ul style="list-style-type: none"> • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • Students engage reflexively with support services to develop personalised strategies to find solutions to challenges they may experience • Students consolidate a varied skill set to foster personal wellbeing and success • Students and staff engage pro-actively to identify and meet student support needs earlier (reducing escalation to acute risks to wellbeing)
Induction and Transition	<p>Activities for commencing students to support their transition into higher education and induction to the University.</p> <p>Examples: online induction for all students, targeted taster days for cohorts with nuanced needs (e.g. students who are care leavers, neurodivergent or have disabilities), welcome to campus accommodation</p> <p>This is existing activity which is being built upon, including a new pilot of an extended approach to induction.</p>	<p>Staff time</p>	<ul style="list-style-type: none"> • Students experience a positive induction into student life and the campus environment • Students experience a positive introduction to academic staff, support staff and fellow students • Students access the information, advice and guidance needed to make a successful transition to the University

Extra-Curricular and Social Activities	<p>This work ensures that there are a range of accessible extra-curricular and social activities available to students to meet fellow peers and staff, and participate in the wider student experience.</p> <p>Examples: a participation grant for sports and societies, free-of-charge sports activities, faculty social activities such as book clubs or course picnics, and facilitated peer support networks</p> <p>These activities are open to all students, and mostly includes existing activity which is built on annually.</p>	<p>Staff time to coordinate and deliver</p> <p>Facility hire, refreshments and equipment - £21,500 annually</p>	<ul style="list-style-type: none"> • Students can access social, leisure and extra-curricular opportunities, and pursue personal interests • Students engage with other students and staff from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks
Personal Supervision Development Activity also contributes to intervention strategy 3	<p>Development of our personal supervision including piloting different modes of personal supervision and development of training and resources for personal supervisors.</p> <p>Examples: embedding personal supervision to programme timetable and curriculum, group personal supervision, enhanced targeted personal supervision</p> <p>Some of this work has already begun with pilots, continuous improvement and sharing best practice. This will continue and develop as we learn from pilots and student feedback.</p>	<p>Staff time</p>	<ul style="list-style-type: none"> • Students engage pro-actively with the changing demands of their studies and develop pro-active support-seeking behaviours • Students engage with personal tutorial to establish positive relationships
Enhanced Student Communications and Engagement Activity also contributes to intervention strategy 5	<p>Enabled by the introduction of a new CRM system, we are expanding our student communications functionality to tailor information and delivery to specific cohorts and individuals. The CRM will enable a pro-active and coordinated approach to student support and a new student engagement dashboard. This will provide improved data and visibility of student interactions across the institution to enable tailored support and early interventions.</p> <p>Example: pilot of an outreach programme for students on a break from study</p> <p>This is new activity from academic year 24/25.</p>	<p>Staff time</p> <p>CRM licensing - £5,500 annually</p>	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Communications to students are coordinated and students receive timely, relevant and clear information • Students engage pro-actively with university life and are able to manage their academic requirements • Staff engage pro-actively to identify and meet student support needs earlier • Students who are less engaged or take a break from study are assisted to re-engage

<p>Campus Culture and Space</p> <p>Activity also contributes to intervention strategy 5</p>	<p>Projects to develop a compassionate, inclusive and supportive campus culture and physical space.</p> <p>Examples: our compassionate campus project, student-staff partnership work to refine neurodivergent-inclusive approaches</p> <p>These projects are newly being developed.</p>	<p>Staff time</p>	<ul style="list-style-type: none"> • Students are able to engage with student life and the university's academic community • Students develop positive relationships with students and staff • Students feel part of a friendly and inclusive community
<p>Specialist Careers Advice</p>	<p>Delivery of bespoke and targeted careers advice and support to cohorts identified as being at greater risk of (reduced) progression and who are disproportionately underrepresented in positive graduate outcomes, including students experiencing intersectional disadvantage.</p> <p>Examples: workshops, 1:1 appointments, and partnerships with external partners</p> <p>This is existing activity.</p>	<p>Staff time</p>	<ul style="list-style-type: none"> • Students access specialist careers information, advice and guidance • Students access opportunities to attend events and experiences which develop awareness of career paths, and to network with alumni and employers • Students are able to consolidate and communicate the skills, experiences and graduate attributes acquired during HE effectively, in order to access post-graduate study and/or graduate-level occupations
<p>Employability and Mobility Opportunities</p> <p>Activity also contributes to intervention strategy 3 & 6</p>	<p>Opportunities for work-based learning (such as placements), international study, voluntary roles and internships. This activity includes events and opportunities for students to network with employers and gain paid and voluntary work experience.</p> <p>Examples: subject specific events or networks of relevant organisations, internships and paid part-time work</p> <p>This is existing activity.</p>	<p>Staff time</p> <p>Materials/ resources/ event costs - £1,000 annually</p> <p>Paid part-time work opportunities for students - £4,000 annually</p>	<ul style="list-style-type: none"> • Students consolidate their understanding of their subject area • Students develop a varied skills set to enhance future employability and the capacity to demonstrate skills to employers • Students engage with other students, staff and partner organisations to develop positive relationships and support networks

<p>Study Skills and Extra-Curricular Academic Support</p> <p>Activity also contributes to intervention strategy 3</p>	<p>This includes 1:1, group and peer support with academic and study skills, including support with academic writing, referencing, digital literacy, collaborative projects, peer learning and assignment support.</p> <p>Examples: our Peer Assisted Student Success programme of peer learning embedded into module timetables, writing groups, and 1:1 study skills appointments</p> <p>These activities are open to all students, and mostly includes existing activity which is built on annually.</p>	<p>Staff time to design, coordinate and deliver</p> <p>Materials/ resources - £2,000 annually</p>	<ul style="list-style-type: none"> • Students consolidate their interpersonal and group work skills • Students consolidate understanding of their subject area and utilise course materials and teaching resources effectively • Students extend and apply knowledge within a supportive academic environment • Students engage with each other to establish positive relationships and form mutual support networks • Students engage pro-actively with the changing demands of their studies and develop pro-active support seeking behaviours
<p>Targeted Support</p>	<p>We offer support designed and targeted to cohorts experiencing nuanced challenges, including care leavers, estranged students, students who are neurodivergent and students with a disability.</p> <p>Examples: discrete 1:1 support from Student Disability Inclusion Assistants and Campus Inclusion Assistants, dedicated support staff contacts, community activities</p> <p>This is existing activity.</p>	<p>Staff time</p> <p>Licensing and educational psychology assessments - £76,500 annually</p>	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students access personalised support services appropriate for their personal circumstances • Students feel part of a friendly and inclusive community
<p>Insight and Evaluation</p> <p>Activity contributes to all intervention strategies</p>	<p>Research and analysis to better understand the ways in which risks to equality of opportunity impact students and how best to address them.</p>	<p>Staff time for research, analysis, presentation and participation in working groups</p>	<ul style="list-style-type: none"> • Cross-institutional understanding of students' experiences • Evidence informed interventions to address issues or support needs • Strengthened, whole provider, evaluative mind-set

Hull University Students Union Activity	<p>Hull University Students Union are an active partner in our access and participation work. In addition to the University's activities, the Union also works to proactively to support students and foster a positive wider student experience. Activities include clubs and societies, academic societies, support networks, volunteering opportunities, a comprehensive student representation programme and social/extra-curricular activities such as Freshers Week and the Give it a Go programme</p>	<p>Inputs provided by Hull University Students Union (N.B. these inputs have not been included in the University's investment forecasts)</p>	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students feel part of a friendly and inclusive community • Students engage with each other to establish positive relationships and form mutual support networks
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Total cost of activities and evaluation for intervention strategy (4 years): £3,865,000

Summary of evidence base and rationale: Student insight highlighted that our target cohorts of students are more likely to experience challenges with which they may need personal support. Their feedback also highlighted a need to improve the inclusivity of our campus culture and the wider student experience. Further detail on our evidence base and rationale for this intervention strategy can be found in Annex B.

Evaluation: Our student insight programme will be a critical mechanism for evaluation of this intervention strategy. Where appropriate and possible, we will triangulate these results with data on student engagement and outcomes. Further detail of evaluation plans can be found in Annex B.

Intervention strategy 5: Mental health

30. This intervention strategy has been designed to mitigate risk 5, mental health. Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing, or may develop during higher education study.

31. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds, Black students and Asian students.

32. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.

Objective 4: To increase equality of opportunity for Black students to be awarded a 1st/2.1 by 2030.

Objective 5: To increase equality of opportunity for Asian students to be awarded a 1st/2.1 by 2030.

33. Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it has been flagged in the first column, and inputs have been allocated proportionately.

INTERVENTION STRATEGY 5: MENTAL HEALTH

Activity	Description	Inputs	Outcomes
Pro-active Mental Health and Wellbeing Support	<p>This includes personalised case management support, with wrap-around accessible services including 24/7 in-the-moment support and 6 counselling sessions (per student, per year, per problem).</p> <p>This is existing activity.</p> <p>In addition, we are working towards the Mental Health Charter Award, including development of early intervention, integrated & accessible resources, and ensuring that support is culturally competent for a diverse student body.</p> <p>This is new activity.</p>	<p>Staff time</p> <p>24/7 app - £52,000 annually</p> <p>Mental Health Charter - £4,000</p>	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • Students feel part of a friendly and inclusive community
Student Advisory Services Development Activity also contributes to intervention strategy 3 & 4	<p>This work involves a shift away from medicalised and speciality focused support teams to a more student-centred approach. The reformed advisory services will utilise student success coaching principles to enable students in setting personalised goals and strategies across three core domains: academic success, career readiness and wellbeing.</p> <p>Examples: planning tools, resources and templates alongside discussions with advisors, pilot of group workshops/advice sessions on specific topics (e.g. resilience) or for specific cohorts.</p> <p>This is new activity.</p>	<p>Staff time to design, coordinate and deliver</p>	<ul style="list-style-type: none"> • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • Students engage reflexively with support services to develop personalised strategies to find solutions to challenges they may experience • Students consolidate a varied skill set to foster personal wellbeing and success • Students and staff engage pro-actively to identify and meet student support needs earlier (reducing escalation to acute risks to wellbeing)

<p>Student Service Delivery Model</p> <p>Activity also contributes to intervention strategy 4</p>	<p>Implementation of an omni-channel service delivery model, with a single virtual and physical entry point for students to access services, advice and support. Both virtual and physical environments are designed to be accessible and inclusive, and to maximise visibility and awareness of services available. This model will provide consistent and 360° data on student interactions with support services.</p> <p>This is a new approach from academic year 24/25.</p>	<p>Staff time</p> <p>Software licensing - £7,500 annually</p>	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • The University engages pro-actively with our students to identify and meet support needs earlier
<p>Enhanced Student Communications and Engagement</p> <p>Activity also contributes to intervention strategy 4</p>	<p>Enabled by the introduction of a new CRM system, we are expanding our student communications functionality to tailor information and delivery to specific cohorts and individuals. The CRM will enable a pro-active and coordinated approach to student support and a new student engagement dashboard. This will provide improved data and visibility of student interactions across the institution to enable tailored support and early interventions.</p> <p>Example: pilot of an outreach programme for students on a break from study</p> <p>This is new activity from academic year 24/25.</p>	<p>Staff time</p> <p>CRM licensing - £5,500 annually</p>	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Communications to students are coordinated and students receive timely, relevant and clear information • Students engage pro-actively with university life and are able to manage their academic requirements • Staff engage pro-actively to identify and meet student support needs earlier • Students who are less engaged or take a break from study are assisted to re-engage
<p>Campus Culture and Space</p> <p>Activity also contributes to intervention strategy 4</p>	<p>Projects to develop a compassionate, inclusive and supportive campus culture and physical space.</p> <p>Examples: our compassionate campus project, student-staff partnership work to refine neurodivergent-inclusive approaches</p> <p>These projects are newly being developed.</p>	<p>Staff time</p>	<ul style="list-style-type: none"> • Students are able to engage with student life and the university's academic community • Students develop positive relationships with students and staff • Students feel part of a friendly and inclusive community

Insight and Evaluation Activity contributes to all intervention strategies	Research and analysis to better understand the ways in which risks to equality of opportunity impact students and how best to address them.	Staff time for research, analysis, presentation and participation in working groups	<ul style="list-style-type: none"> • Cross-institutional understanding of students' experiences • Evidence informed interventions to address issues or support needs • Strengthened, whole provider, evaluative mind-set
Hull University Students Union Activity	Hull University Students Union are an active partner in our access and participation work. In addition to the University's activities, the Union also works to proactively to support students' mental health. Activities include the Union's Mental Health Strategy, Mental Health First Aid training and support networks.	Inputs provided by Hull University Students Union (N.B. these inputs have not been included in the University's investment forecasts)	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students develop positive relationships with students and staff • Students feel part of a friendly and inclusive community

Total cost of activities and evaluation for intervention strategy (4 years): £6,150,000

Summary of evidence base and rationale: Student insight showed that our target cohort of students are more likely to experience challenges with their mental health. This intervention strategy has been designed to support students with their mental health, and to intervene early to minimise escalation to acute needs or crisis. Further details can be found in Annex B.

Evaluation: We will evaluate this intervention strategy through ongoing reflective practice, data on student engagement and outcomes, and our student insight programme. Further details of evaluation plans can be found in Annex B.

Intervention strategy 6: Cost pressures

34. This intervention strategy has been designed to mitigate risk 6, cost pressures. Increases in cost pressures may affect a student's ability to complete their course and/or their academic success.

35. Our assessment (see Annex A) found that this risk is likely to be affecting our students and contributing to inequitable outcomes for students from socio-economically disadvantaged backgrounds.

36. Mitigation of this risk, via the activity outlined in this intervention strategy, will contribute to the following objectives:

Objective 2: To increase equality of opportunity for students from areas of high deprivation to complete their studies by 2030.

Objective 3: To increase equality of opportunity for students from areas of high deprivation to be awarded a 1st/2.1 degree by 2030.

37. Some activities feature in more than one intervention strategy, because they will support mitigation of multiple underlying risks to equality of opportunity. Where this is the case, it has been flagged in the first column, and inputs have been allocated proportionately.

INTERVENTION STRATEGY 6: COST PRESSURES

Activity	Description	Inputs	Outcomes
Financial Support	<p>We offer a range of financial support for students struggling with living costs/accommodation costs. This includes some targeted provision. Support includes information, advice and guidance, vouchers, and payments.</p> <p>Examples: The Cowrie Scholarship for students of Black African or Black Caribbean heritage from socio-economically under-represented backgrounds, the Sanctuary Scholarship and other associated fee reductions for asylum seekers and refugees, emergency accommodation, hardship support payments</p>	<p>Staff time to administer, advise and coordinate</p> <p>Hardship funds - £360,000 annually</p> <p>Humber Grant - £130,000 annually</p> <p>Cowrie Scholarship - £11,250 annually</p> <p>UG refugee scholarship - £33,750 annually</p> <p>Sanctuary Scholarship – £90, 800 annually</p> <p>HYMS Bursary - £390,000 annually</p>	<ul style="list-style-type: none"> • Students access student finance and budgeting support appropriate to personal circumstances • Students experience fewer financial barriers to engaging in academic, extra-curricular and social activities • Students have more time available for academic studies and to engage in the wider student experience
Employability and Mobility Opportunities Activity also contributes to intervention strategy 3 & 4	<p>Opportunities for work-based learning (such as placements), international study, voluntary roles and internships. This activity includes events and opportunities for students to network with employers and gain paid and voluntary work experience.</p> <p>Examples: subject specific events or networks of relevant organisations, internships and paid part-time work</p> <p>This is existing activity.</p>	<p>Staff time</p> <p>Materials/ resources/ event costs - £1000 annually</p> <p>Paid part-time work opportunities for students - £4,000 annually</p>	<ul style="list-style-type: none"> • Students consolidate their understanding of their subject area • Students develop a varied skills set to enhance future employability and the capacity to demonstrate skills to employers • Students engage with other students, staff and partner organisations to develop positive relationships and support networks
Insight and Evaluation Activity contributes to all intervention strategies	<p>Research and analysis to better understand the ways in which risks to equality of opportunity impact students and how best to address them.</p>	<p>Staff time for research, analysis, presentation and participation in working groups</p>	<ul style="list-style-type: none"> • Cross-institutional understanding of students' experiences • Evidence informed interventions to address issues or support needs • Strengthened, whole provider, evaluative mind-set

Hull University Students Union Activity	Hull University Students Union are an active partner in our access and participation work. In addition to the University's activities, the Union also works to proactively to support students with cost pressures. Activities include the Advice Centre (notably providing advice about student finance and eligibility for benefits), part-time employment within the Union and support to find part-time employment elsewhere.	Inputs provided by Hull University Students Union (N.B. these inputs have not been included in the University's investment forecasts)	<ul style="list-style-type: none"> • Students access student finance and budgeting support appropriate to personal circumstances • Students experience fewer financial barriers to engaging in academic, extra-curricular and social activities
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Total cost of activities and evaluation for intervention strategy (4 years): £5,019,000

Summary of evidence base and rationale: Insight from our students and the sector highlights the challenge of cost pressures for our target cohort of students, and how this can affect their studies. Further information can be found in Annex B.

Evaluation: We plan to use longitudinal tracking aligned to relevant Theory of Change to evaluate the efficacy of this intervention strategy. Further detail can be found in Annex B.

Whole provider approach

Institutional strategy

38. A deep commitment to social justice underpins our Strategy 2030, which makes an explicit commitment to:

- Provide opportunity for our students to realise their potential and achieve excellent outcomes
- Tackle social barriers and remove demographic inequalities
- Ensure that our curricula are inclusive, decolonised and support diverse learner needs
- Raise awareness of, promote and foster physical and mental wellbeing
- Embed inclusive practices across all our ways of working
- Work towards equity and social justice for all in everything we do

39. We embrace our obligations under the Equality Act 2010, and we are actively working to implement a cohesive approach to supporting access and participation, aligned to broader equality, diversity and inclusion initiatives, as embodied by our Social Justice and Inclusion Strategy 2025. Access and participation objectives are integrated into discussions and action plans across our EDI committee structure. In addition, we have volunteered to participate in a project with Advance HE to explore the potential of a holistic approach to EDI to maximise impact across all equality areas.

Integrated approach

40. Development of our access and participation plan (APP) has been led by our Strategy and Insight Service, a team which works across the whole institution to facilitate strategic, evidence-informed planning. This positioning has enabled an integrated approach to data and insight, ensuring that widening participation considerations and our APP objectives are incorporated into strategic decisions across the University. This will serve to both strengthen an evidence-based approach, and entrench consideration of our APP commitments within business-as-usual practice.

41. Our APP targets are reflected in institutional key performance indicators, demonstrating the organisational-wide commitment to access and participation, led by our University Leadership Team and governing bodies.

42. Whilst our targets predominantly align to the 'Success' stage of the student life-cycle (specifically completion and attainment), our intervention strategies span all stages. We understand that successful implementation of the APP depends on a holistic approach, to enable sustained, long-term impact.

Partnership

43. Our emphasis on a 'whole provider approach' also extends to our partnerships with the broader community (partnership is one of three key pillars in our Strategy 2030). By collaborating with local organisations, businesses, and community groups, we aim to enrich the educational experience and connect students with real-world opportunities.

Hull York Medical School

44. Alongside the University of York, we are a partner in the Hull York Medical School, and committed to enabling access to, and success in contemporary and innovative medical education. The Hull York Medical School has a strong record of supporting widening participation through initiatives such as outreach programmes, contextual admissions, the Gateway Year programme, and research into the on-programme experiences of students from under-represented students.

Uni Connect

45. We are proud to be the lead institution for the collaborative Humber Outreach Programme (HOP), which we host on our campus. The HOP comprises of the University of Hull and five other FE/HE providers (Hull College, The Grimsby Institute of Further and Higher Education, East Riding College, Bishop Burton College, and the University Centre North Lincolnshire).

46. We will work closely with the HOP to deliver a range of attainment-raising interventions focusing on cross-partnership work with local authorities, third-party providers, and the Careers Enterprise Company to improve attainment for under-represented Pre 16 learners in HE.

Collaborative higher education

47. The University of Hull Federation of Colleges is a partnership of twelve HE in FE providers, all of which offer HE provision which we validate. The Federation supports social mobility and access to education in the region by increasing the range of diverse and flexible HE pathways available to students.

48. Our Federation partners have particular expertise in vocational and work-based learning, supporting learners and employers to develop higher level skills. We are working proactively with partners to expand educational opportunities, developing Institutes of Technology, Local Skills Improvements Plans, Higher and Degree Apprenticeships, higher-level learning to support employers, and provisions of short courses/micro-credentials in line with upcoming changes to student finance.

Industry partners

49. Students can benefit from employability, mobility and voluntary opportunities in a number of areas including contextualising academic learning, gaining workplace experience and skills, developing self-efficacy, and building a sense of belonging and connection to the University, region and employers (see summary of evidence in Annex B). We take a proactive approach to developing and maintaining relationships with a multitude of industry and business partners to provide students with opportunities. For example, our Business School's unique 'authentic business learning' approach and the Faculty of Business, Law and Politics' Centre for Professional Success are designed to connect students with a range of industry partners.

Third sector and community partnerships

50. We also work in partnership with third sector organisations to support our local community and our students. For example:

- Our work as a University of Sanctuary includes close collaboration with national and local charities and bodies to support sanctuary seekers. We became a recognised University of Sanctuary in 2018 and our Sanctuary Champions Network continues to work collaboratively to support forced migrants, both in terms of access to higher education and within our local community.
- Sports partnerships (including working with Team GB and local sports teams) provide learning and work experience opportunities for our students.
- Cooperation with philanthropic donors provides a range of scholarships and bursaries for our students
- Working in partnership with charities such as Into University supports our local communities. We have worked with the University of York and Into University to open a community centre in east Hull, supporting academic attainment for local primary school and secondary school children. Our collaboration continues as we work towards opening two more centres.

Student consultation

51. Our students are important partners in our access and participation work. We recognise the role and value of student voice, and operate well-established mechanisms to engage with, and act on feedback from our students, including our formal Student Partnership Agreement and our Continual Monitoring, Evaluation and Enhancement process, which captures student voice in working journals.

52. We have formulated our APP objectives and intervention strategies based on student insight and in consultation with student representatives.

53. To ensure that our access and participation plan is student-centred, we wanted to consult a sample of students as broad and representative as possible. We therefore invested in primary research with our students, to understand their perceptions, experiences and challenges while studying here.

54. Impartial, professional researchers designed an in-depth survey and conducted field-work across campus over a full week in early December 2023. The survey link was also distributed over email to all registered students, to ensure that all students had the opportunity to respond. Over 750 students responded to the survey.

55. The results of this analysis were pivotal in confirming the identification of risks to equality of opportunity, and informing our intervention strategies to mitigate them. In particular, the feedback confirmed that our greatest equality gaps in the access and participation dataset do correlate with the real-life experiences of our students. The results also highlighted a need to consider the institutional culture and wider student experience from a holistic lens. (Further detail can be found in Annex A.)

56. In addition, we engaged with Hull University Students Union representatives to support with facilitating student feedback on the plan. This included student representation on relevant committees discussing and governing the development of the access and participation plan over the 23/24 academic year.

57. Furthermore, the President for Diversity and Inclusivity discussed the access and participation plan with our APP & Insights Manager, and circulated consultation materials to the Union's network of student representatives. Materials included context and summaries of indications of risks to equality of opportunity, suggested objectives and targets, and proposed activities for inclusion in intervention strategies. This provided students and student representatives further opportunity to give feedback.

58. Students will continue to be represented on the governing bodies and working groups which will oversee the implementation and evaluation of our access and participation plan.

59. In addition, we are committed to establishing mechanisms to harness student insight on an ongoing basis. At the end of the student survey undertaken in December 2023, we asked all participants if they would be happy to be involved in future research. We are exploring establishing a student insight panel, or conducting focus groups periodically to enable students to give their feedback in more forums.

Evaluation of the plan

60. We are taking a scaled and integrated approach to the evaluation of our access and participation plan. This means that the scope of evaluation will be scaled in line with the expected impact, resource intensity and maturity of the activity. By integrating an access and participation lens across our evaluation and insight work, we will be able to harness greater depth and breadth of understanding of our students, intersections of their characteristics, and how they are impacted by institutional policies and interventions (both within and without of the scope of the access and participation plan). Furthermore, this integration will bolster a whole provider consideration of access and participation as business-as-usual, rather than a discrete or additional concern.

Embedding Theory of Change

61. In line with guidance from the Office for Students and Transforming Access and Student Outcomes (TASO), we are embedding Theory of Change models across our intervention strategies. Using Theory of Change as a foundational model for planning and designing interventions or policies not only strengthens our narrative (Type 1) evidence, but will also support us to embed an evaluative mind set across our institution.

62. To expand our cross institutional understanding, we have recently invested in Advance HE's Change Busters 'train the trainer' workshop for 25 colleagues working across the institution (including colleagues working in outreach, student services, academic faculties, teaching excellence, strategy & insight, and equality, diversity & inclusion).

Enhancing data collection

63. Investment in our digital infrastructure, for example in our new student portal and CRM, is not only integral to our intervention strategies in terms of the outcomes we're striving for, but also a key enabler for fortifying our evaluation. Greater availability, reliability and consistency of data on student behaviours and engagement will enable generation of more empirical and causal (Type 2 and 3) evidence.

64. In addition, we are making changes to the systems used to collect student feedback. These changes will facilitate more frequent and nuanced opportunities to gain qualitative evidence from students about specific elements of their experience. For example, 'pulse check' questions generated automatically following student engagement with a specific service or at key touch points in the student journey. This will provide increased opportunity to triangulate qualitative and quantitative evidence.

Provision of information to students

65. We publish full information on our fees and the financial support offered to under-represented groups on our website, through our prospectus and via individual communications. This includes highlighting that fees may be subject to permitted inflationary increases, and details of the eligibility criteria and awarding processes for financial support. We provide information on the statutory support available to students on our website and via individual communications. Signposting is also provided around the potential impact of financial support on state benefits. Our APP and summary of the APP will be published on our website.

Financial support

66. We offer a range of scholarships and bursaries to under-represented students as part of our access and participation commitment. Please note that the following summarises financial support which is both targeted for access and participation, and funded by the University. A number of other awards are available, and full details are published on our website at: hull.ac.uk/money.

Hull York Medical School Bursary: From the academic year 25/26, UK Medicine students with a household income of less than £35,000 will receive our Hull York Medical School Bursary of £1,000 per year.

Humber Grant: Students aged under 25 who are care leavers, estranged from their parents, or are carers receive our Humber Grant, which is an award of £1,000 per year paid in cash and vouchers.

Sanctuary Scholarships: As a University of Sanctuary, we offer up to three Sanctuary Scholarships to those who have come to the UK seeking sanctuary and aren't eligible for student finance. These includes a full tuition fee waiver and £2,000 annual study grant.

Sanctuary Fee Reduction: Students who have come to the UK seeking sanctuary will pay tuition fees at the Home rate than the International rate.

Undergraduate Refugee Scholarship: The University will provide a fee waiver for students who have been granted Refugee or Humanitarian Protection status and are unable to take out a tuition fee loan for all years of study due to previous HE study undertaken outside of the UK. Once the student becomes eligible to receive a tuition fee loan, the award will cease.

Cowrie Scholarship: We will offer a scholarship in partnership with the Cowrie Scholarship Foundation to support Black African and Caribbean heritage applicants from socio-economically under-represented backgrounds. The scholarship includes a tuition fee waiver and a stipend of £8,000 per year (£2,000 University of Hull bursary and £6,000 from the Cowrie Scholarship Foundation).

Hardship Support Fund: We will offer a means-tested fund for students experience financial difficulties (based on assessment of eligible income and expenditure over the academic year).

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

1. To identify and prioritise our key risks to equality of opportunity, we took the following approach:

INDICATIONS OF RISKS	<ul style="list-style-type: none">• Gaps in rates of access, success and progression between groups of students in higher education can be a key indication of inequalities for some student demographics• We used the OfS Access and Participation Dataset to identify the most significant gaps evident in the data for our institution
FURTHER INSIGHT	<ul style="list-style-type: none">• We used other datasets available to us to gather insight to better understand key issues for our students.• Data included internal student survey results, national student survey results, statistical analysis of internal data and research projects relating to student experience.
UNDERLYING RISKS	<ul style="list-style-type: none">• We used the insight gained from data analysis in conjunction with the Office for Students' Equality of Opportunity Risk Register to identify key risks to address in our APP.

Indications of risk

2. We used the OfS Access and Participation Dataset, applying the following parameters:

- We analysed 4-year aggregate gaps to focus on gaps sustained over time.
- We focused on gaps where there was a greater confidence in the statistical significance of the gap⁴.
- Levels of study were separated into categories: first degree, undergraduate with postgraduate components, and other undergraduate study. This enabled identification of gaps specific to particular levels of study where relevant.
- We excluded comparisons of groups under 100 students (4-year aggregate), to ensure sufficient sample sizes for comparison and to focus on issues affecting significant numbers of students*.

3. This analysis revealed a number of statistically significant gaps evident across the five stages of the student life-cycle, summarised in Figure 1. To enable prioritisation, we then identified the widest gaps for full time, first degree students, and students studying at other levels and modes.

⁴ 'Gap above 0' is ≥ 95 or ≤ 5

Figure 1: summary of gaps across all stages

N.B. Unless otherwise stated, the source is the OfS Access and Participation Dataset 2023

LIFE-CYCLE STAGE	SUMMARY GAPS ANALYSIS
Access	Students traditionally considered disadvantaged or under-represented in higher education are well represented at Hull in relation to socio-economic measures. Our University has less ethnic diversity than the sector, but greater ethnic diversity than our local area. ⁵
Continuation	Gaps at the continuation stage were not as significant as other stages, however there are evident gaps relating to intersectional disadvantage, age and socio-economic background.
Completion	There are significant completion gaps relating to intersectional disadvantage and socio-economic background.
Attainment	There are significant awarding gaps relating to socio-economic background, ethnicity and age.
Progression	<p>Socio-economic gaps are not as significant at the progression stage as other stages, but are still evident. The ABCS (intersectional disadvantage) gap at the progression stage is significant. There is also a gap for disabled students studying UG courses with PG elements.</p> <p>There is strong performance at the progression stage for mature students and Black students.</p>

*We recognise the importance of identifying and addressing equality issues affecting small cohorts of students. However, we want to ensure our statistical analysis and targets are focused on the most significant inequalities at the University (in terms of the greatest gaps, affecting the most students), to engender maximum impact. Nonetheless, we remain committed to supporting small cohorts of disadvantaged students to access and succeed in our institution.

Full time, first degree students

4. Discounting gaps that favour those typically considered under-represented or disadvantaged, the most significant gaps evident for full time, first degree students are:

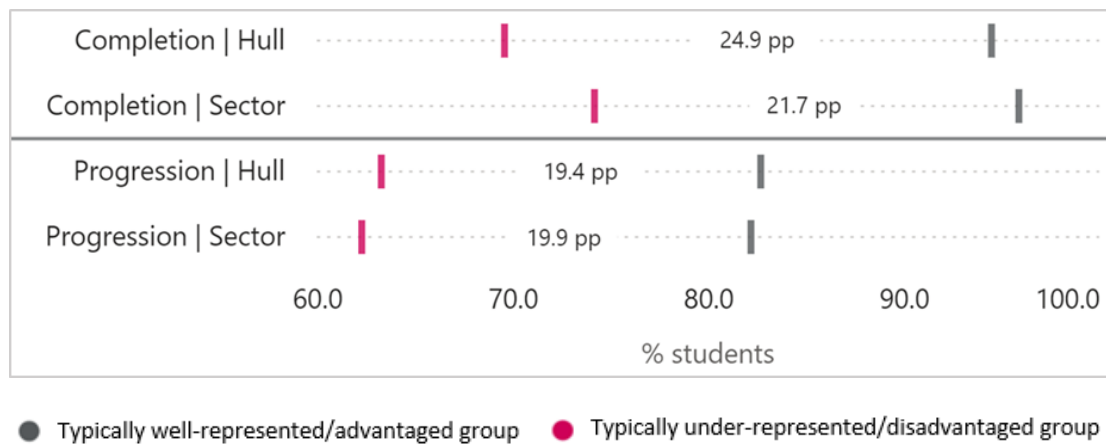
- Intersectional disadvantage: completion and progression gaps
- Socio-economic background: completion and awarding gaps
- Ethnicity: awarding gaps

Intersectional disadvantage

⁵ The local area is defined as these four Local Authority Districts: City of Kingston upon Hull, East Riding of Yorkshire, North East Lincolnshire, North Lincolnshire. Almost 60% of the University's UK domiciled, undergraduate students are from this area (HESA Data Futures Engagement data). Ethnic diversity of our student body is greater than ethnic diversity of this area (HESA Data Futures Engagement data; [ONS 2021 Census data](#))

5. The ABCS (Associations Between Characteristics of Students) measure reflects combinations of multiple characteristics including ethnicity, sex and area based deprivation measures. Lower quintiles include students who typically access and succeed in higher education at lower rates (according to sector data relating to specific combinations of students' characteristics). Our greatest institutional gaps are between ABCS quintile 1 and quintile 5 at the completion and progression stages. Figure 2, below, shows the percentage point (pp) differences in the proportion of students from ABCS Q1 and ABCS Q5 completing and progressing from their studies.

Figure 2: ABCS gaps



6. We note these significant gaps, however the ABCS measure is not easily applicable to internal targeting and monitoring. Furthermore, we believe that addressing inequalities relating to socio-economic background and ethnicity will contribute significantly to reducing gaps between ABCS quintile 1 and quintile 5. Therefore, we are not setting an objective or target specifically centred on this measure.

7. However, we recognise that the ABCS measure captures small cohorts of students, such as care leavers. The University offers targeted support at all stages of the life-cycle and we are committed to continuing that support.

Socio-economic background

8. Amongst the most significant gaps evident at the University of Hull, are completion and awarding gaps related to socio-economic background. Figure 3 and 4 illustrate these gaps using a number of metrics of socio-economic background: Free School Meal eligibility (FSM), an indicator of low household income; Indices of Multiple Deprivation (IMD), an area-based deprivation indicator; Tracking Underrepresentation by Area (TUNDRA), an area-based measure of engagement in higher education; and Participation of Local Areas (POLAR), another area-based measure of engagement in higher education.

Figure 3: socio-economic completion gaps

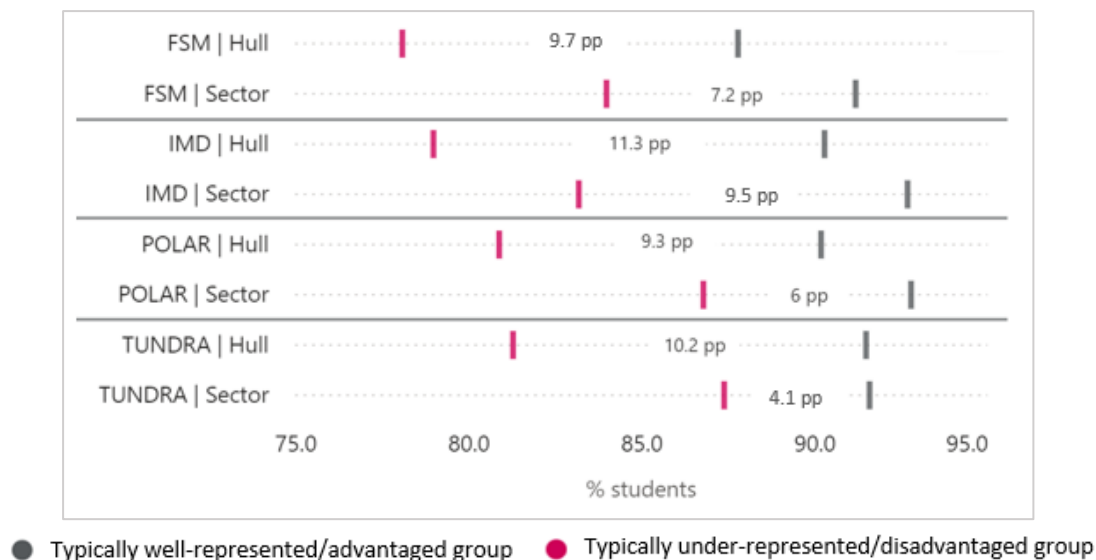
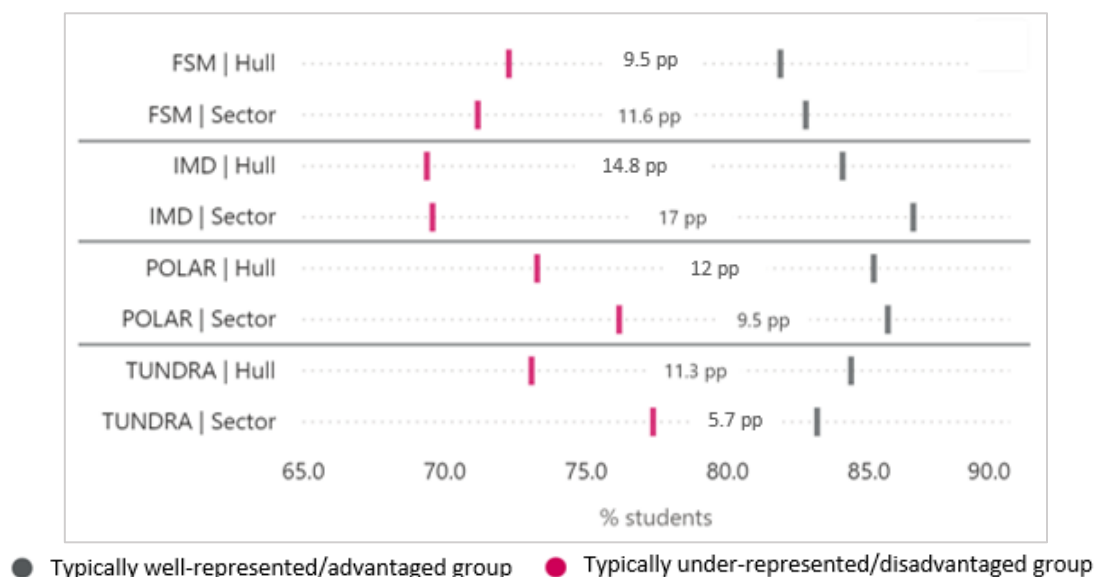


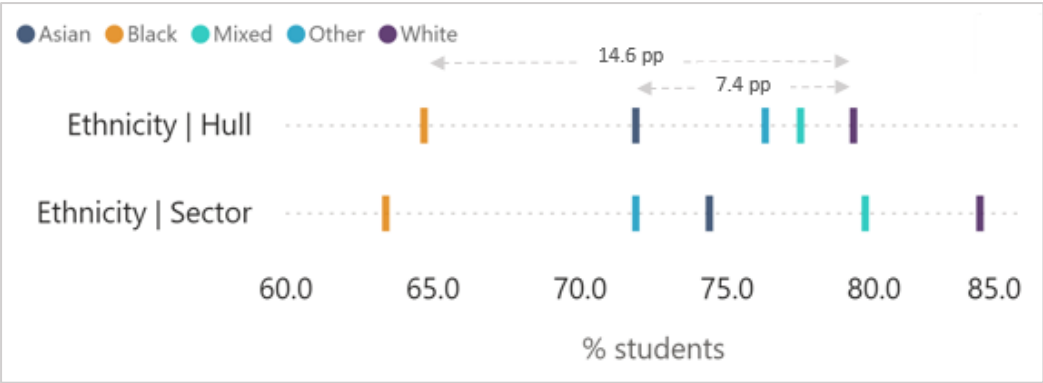
Figure 4: socio-economic awarding gaps



Ethnicity

9. Awarding gaps relating to ethnicity are evident at the University. The difference in the proportion of students awarded a 1st or 2.1 degree between Black students and White students is one of our greatest gaps. Asian students are also significantly less likely than White students to be awarded a 1st or 2.1. Figure 6 shows the proportions of students from Asian, Black, Mixed, Other or White ethnic groups awarded a 1st or 2.1 degree.

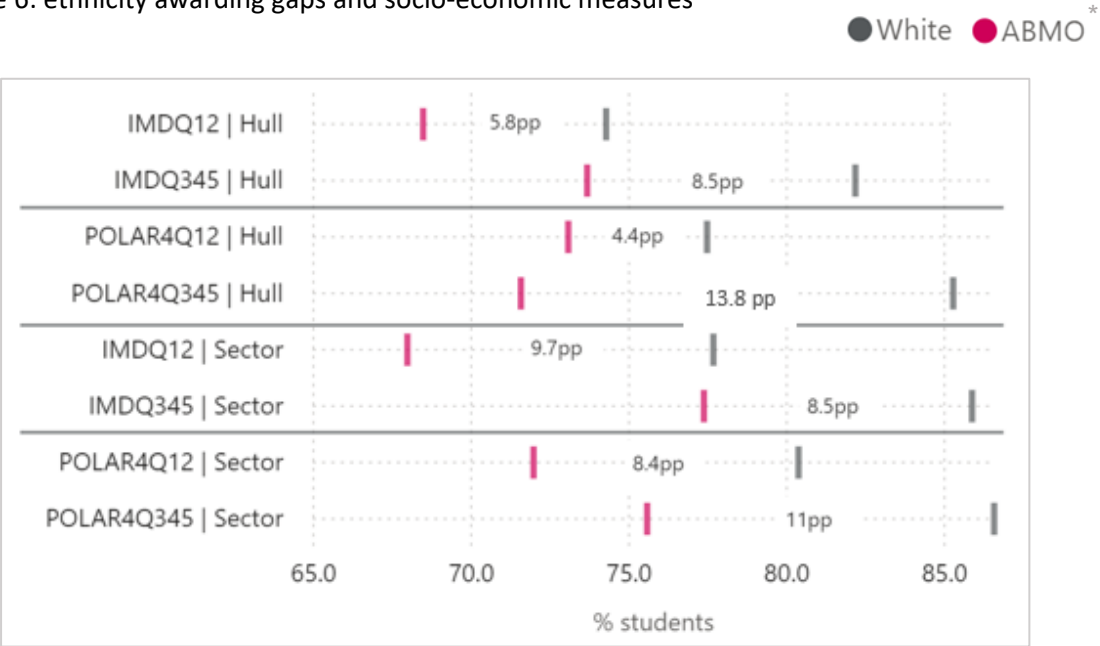
Figure 5: ethnicity awarding gaps



Ethnicity and socio-economic background

10. The ethnicity awarding gap at Hull is greater between more socio-economically advantaged students (based on IMD and POLAR quintile). This reflects the relative advantage of White, socio-economically advantaged students in comparison to peers both from other ethnic groups and from areas of greater deprivation. The chart below shows the proportion of students awarded a 1st or 2.1 degree from different socio-economic backgrounds and ethnic groups.

Figure 6: ethnicity awarding gaps and socio-economic measures



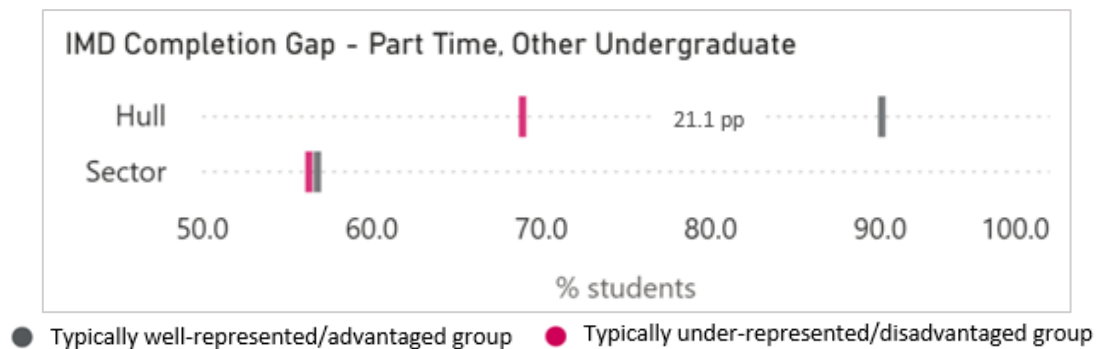
*ABMO stands for Asian, Black, mixed ethnicity or other ethnicity, this measure is used in the OfS Access and Participation Dataset

Other modes and levels of study

11. Fewer gaps and less consistent patterns were evident for students studying other modes and levels of study (part time, undergraduate study with postgraduate components, other undergraduate study). However, there are two gaps which are notable here.

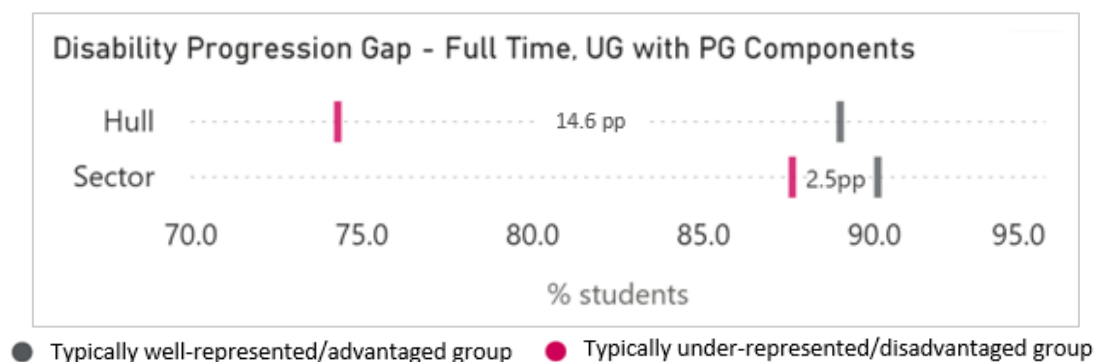
12. Firstly, the gap in the completion rates of students studying part time, other undergraduate study relating to Indices of Multiple Deprivation (IMD) quintile (see figure 7, below). This gap is consistent with the socio-economic completion gaps for full time, first degree students.

Figure 7: IMD completion gap for part time students studying other undergraduate courses



13. Secondly, there is a gap evident for disabled students progressing from undergraduate courses with postgraduate components (see figure 8, below). Disaggregation by type of disability was not possible due to low student numbers. This gap is not the focus of our targets or intervention strategies, however, the Student Futures team provide dedicated progression support for disabled students and are committed to addressing this.

Figure 8: Disability progression gap for full time students studying undergraduate courses with postgraduate components



Further Insight

14. After identifying our indications of risks to equality of opportunity, we explored further data sources to understand the underlying risks likely to be affecting our students, with particular focus on ethnicity and socio-economic background. We looked at the following datasets and insight projects:

- University of Hull Student Perception Survey (2023)
- University of Hull Alumni Perception Survey (2023)
- Hull Student Survey (2022, 2023)
- National Student Survey (2023)
- Awarding Gaps Technical Appendix and other statistical analysis (2023)

- Retention and Attainment Insights Project (2022)

Awarding gaps analysis

15. Statistical analysis of our socio-economic and ethnicity awarding gaps indicates that inequities are unlikely to be attributable to:

- Entry tariff of students
- Representation of the target group within a course cohort
- Enrolment on courses with lower awarding patterns

16. We are also confident that our socio-economic and ethnicity awarding gaps are distinct issues; i.e. the ethnicity awarding gap is not driven by socio-economic background and vice-versa.

17. Our analysis indicates that our socio-economic awarding gap could be partially driven by students' type of entry qualification. Specifically, students entering with BTEC qualifications are less likely to be awarded a 1st /2.1 degree than those entering with A Level qualifications. Students from areas of low HE participation are more likely to have studied BTEC qualifications and less likely to have studied A-Level qualifications.

Student experience analysis

18. Asian students, Black students and students from socio-economically disadvantaged backgrounds were more likely to have negative interactions associated with the wider student experience, including poor experiences of moving into student accommodation, joining societies and welcome/freshers' week. There are also themes of not feeling connected to fellow students or not feeling a sense of belonging at university.

19. Furthermore, these cohorts of students (especially Black and Asian students) were more likely to feel that the campus culture is not inclusive; this sentiment was particularly evident amongst our Muslim students. Additionally, Black students and (to a lesser extent) socio-economically disadvantaged students were more likely to have felt discriminated against by teaching staff or other students. Black students and students from more disadvantaged backgrounds were also less likely to feel that they had academic role models at university.

20. Students from the most socio-economically disadvantaged backgrounds were more likely to encounter financial challenges and experience personal or family problems during their studies. This cohort of students were also more likely to feel that negative experiences or challenges were adversely affecting their studies, and had prompted them to consider withdrawing.

21. Students from more deprived backgrounds were less likely to have felt prepared for university study, or to feel that the course delivery met their expectations.

Intersections of characteristics

22. Where possible, we also explored intersections between socio-economic background and ethnicity. While sample sizes were limited for disaggregated analysis, results showed that BAME* students from disadvantaged backgrounds were particularly likely to have had poor experiences in some areas, such as moving into accommodation and socialising. Broadly speaking, though, this analysis affirmed many of the results yielded from consideration of these variables individually; highlighting that white, more advantaged students were significantly likelier to report positive experiences and less likely to have encountered challenges during their studies.

23. We also explored differences related to parental HE experience. Results suggested some key factors for BAME* students who were the first in their family to study higher education. This group of students were

least likely to feel a sense of belonging, feel prepared for university before starting, feel that they have academic role models, and to feel that their course content was relevant and relatable to them.

*BAME (Black, Asian or Minority Ethnicity) is used here as an administrative term because further disaggregation into ethnic groups was not possible due to sample sizes.

Underlying risks

24. The Office for Students (OfS) risk register identifies a number of sector-wide risks that may affect equality of opportunity in higher education, based on sector data and research. We used the insight gathered from our own data analysis in conjunction with the OfS risk register to identify the underlying risks we believe are most likely to be affecting our students. The table below shows a summary of our risk assessment.

Figure 9: Equality of Opportunity Risks at the University of Hull

RISK	EVIDENCE AT UNIVERSITY OF HULL
<p>Risk 1: Knowledge and skills Some students may not have equal opportunity to develop the knowledge and skills required for successful higher education study.</p>	<p>The attainment gap for disadvantaged students in the local area is one of the highest in the country⁶. Students entering with BTEC qualifications are less likely to be awarded a 1st/2.1 degree than those entering with A Level qualifications. Students from areas of low HE participation are more likely to have studied BTEC qualifications and less likely to have studied A-Level qualifications.</p>
<p>Risk 2: Information and guidance Some students may not have equal opportunity to receive sufficient information and guidance about higher education. This affects whether students know what to expect from higher education, are enabled to make informed choices, and to develop the social capital to navigate university life.</p>	<p>Students from socio-economically disadvantaged backgrounds are less likely to complete their studies. Students from more deprived backgrounds and BAME* first-in-family students are less likely to have felt prepared for university study, or to feel that the course delivery met their expectations.</p>
<p>Risk 3: Insufficient academic support Some students may not have equal opportunity to succeed academically due to insufficient personalised academic support or insufficiently inclusive curriculum design. This can include assumptions of implicit knowledge, norms and behaviours required for success (the hidden curriculum).</p>	<p>Socio-economically disadvantaged students, Black students and Asian students are less likely to be awarded a 1st/2.1 degree. Students from more deprived backgrounds are less likely to feel satisfied with the amount of interaction with teaching staff and somewhat more likely to have found it difficult to keep up with academic demands. BAME* first-in-family students are less likely to feel that their course content is relevant and relatable and also less likely to feel satisfied with the amount of in-person teaching. Black students and students from more disadvantaged backgrounds were less likely to feel that they had academic role models at university.</p>

⁶ Over 20 months gap in all four local authorities in the local region. The disadvantage gap in Kingston upon Hull is 26.7 months, second highest in the country. (Education Policy Institute, 2023, available at <https://epi.org.uk/local-authority-gaps/>)

Risk 4: Insufficient personal support and wider student experience

Some students may not have equal access to personal support during their studies, including formal support services, social experiences and extra-curricular activities. Furthermore, the campus culture may not be sufficiently inclusive to foster a positive wider student experience for some students. This may have a negative impact on their wellbeing and academic success.

Socio-economically disadvantaged students are less likely to complete studies or to be awarded a 1st/2.1 degree. Black students and Asian students are less likely to be awarded a 1st/2.1 degree.

These cohorts of students are more likely to have had negative interactions associated with the wider student experience. Evidence suggests:

- they are less likely to feel connected to fellow students and feel a sense of belonging to the university
- these groups of students (especially Black and Asian students) are more likely to feel that the campus culture is not inclusive (especially Muslim students)
- Black students and (to a lesser extent) socio-economically disadvantaged students are more likely to have felt discriminated against by teaching staff or other students

Mental health

Students may experience mental ill health that makes it hard to cope with daily life, including studying. These difficulties may be pre-existing, or may develop during higher education study.

Socio-economically disadvantaged students are less likely to complete their studies or to be awarded a 1st/2.1 degree. Black students and Asian students are less likely to be awarded a 1st/2.1 degree.

These cohorts of students are more likely to have experienced issues relating to mental or emotional health.

Cost pressures

Increases in cost pressures may affect a student's ability to complete their course and/or their academic success.

Students from socio-economically disadvantaged backgrounds are less likely to complete their studies or to be awarded a 1st/2.1 degree. They are more likely to have experienced financial difficulties.

*BAME (Black, Asian or Minority Ethnicity) is used here as an administrative term because further disaggregation into ethnic groups was not possible due to sample sizes

Data sources: UoH Student Perception Survey (2023) | UoH Alumni Perception Survey (2023) | Access and Participation Dataset (2023) | Hull Student Survey (2022, 2023) | National Student Survey (2023) | Awarding Gaps Technical Appendix (2023) | Retention and Attainment Insights Project (2022)

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Note: 'Type' of evidence expected is listed in the 'Method(s) of evaluation' column and refers to the [Office for Students' standards of evidence](#). Type 1 refers to narrative evidence, type 2 refers to empirical evidence and type 3 refers to causal evidence.

Activity (relevant intervention strategy indicated in brackets)	Outcomes	Evidence/rationale	Method(s) of evaluation	Summary of publication plan
Future Thinking Outreach Programme (IS1)	<ul style="list-style-type: none"> • Pupils are more confident in their academic ability • Metacognition: pupils develop a range of independent metacognitive barriers to learning • Oracy: pupils are more confident in constructing a verbal argument as well as greater knowledge retention, vocabulary acquisition and reasoning skills • Revision skills: pupils are more effective in their independent study and revision • Pupils are able to apply these transferrable skills to a range of academic subjects 	<ul style="list-style-type: none"> • Developed in consultation with targeted schools • The TASO evidence toolkit suggests that there is emerging evidence of the positive impact of study skills support • The EEF teaching and learning toolkit suggests good evidence to support the value of metacognition and oracy • Interim evaluation of pilot has found that participants made progress in short-term learning outcomes 	<ul style="list-style-type: none"> • Students - Pre and post survey or reflective logs (to suit nature of specific programme) • Students - reflections/formative work • Students- intercepts • Teachers - interviews • Practitioner reflections • Recording participation on HEAT <p>Likely to generate Type 2 evidence</p>	<ul style="list-style-type: none"> • Annual reports for schools • Social media updates • Annual reports to HOP Board, Steering Group • Presentations at sector conferences • User friendly summaries in a variety of formats
Into University (IS1, IS2)	<ul style="list-style-type: none"> • Improved learning skills and attainment • Increased self-efficacy and self-belief • Increased knowledge of higher education and career options 	<ul style="list-style-type: none"> • Evaluation suggests a correlation with increased attainment • Evaluation suggests a correlation with progression to HE • The TASO evidence toolkit suggests that multi-intervention, sustained outreach is likely to be more effective than discrete interventions 	<ul style="list-style-type: none"> • Into University conduct evaluation of their activities, often using commissioned external evaluators • Feedback from schools <p>Likely to generate Type 2 evidence</p>	<ul style="list-style-type: none"> • Into University publish evaluation reports on their website • We will share internal findings at relevant internal and external working groups
Sparks Outreach Programme (IS1)	<ul style="list-style-type: none"> • Pupils understand different types of higher education, the choice of subjects and modes of study available, student finance, and application systems • Pupils develop confidence in their potential to progress onto and succeed at university 	<ul style="list-style-type: none"> • The TASO evidence toolkit suggests that multi-intervention, sustained outreach is likely to be more effective than discrete interventions 	<ul style="list-style-type: none"> • Students – pre-and post survey at the beginning and end of each year • Students – formative work completed in workshops • Students – Vox Pops/intercepts • Practitioner reflections 	<ul style="list-style-type: none"> • Annual reports for schools • Annual evaluation report reflecting on process and impact shared across the institution, with other institutions for example NERUPI network

	<ul style="list-style-type: none"> • Pupils become familiar with learning and teaching approaches in higher education 		<ul style="list-style-type: none"> • Participation recorded on HEAT 	<ul style="list-style-type: none"> • Online blogs
			Likely to generate Type 2 evidence	
Curriculum Design and Resources (IS3)	<ul style="list-style-type: none"> • Students are able to extend and apply knowledge within a supportive academic environment, which utilises a wide range of teaching resources and approaches • Students consolidate their study skills in order to maximise the benefit of different learning and teaching formats • Students can receive information through a variety of communication mediums to suit their needs • Students consolidate a varied skills set to enhance future employability and develop the capacity to demonstrate skills to potential employers 	<ul style="list-style-type: none"> • Our evidence based Inclusive Education Framework highlights the pivotal role of curriculum design and delivery to demonstrate and deliver inclusivity to students • Advance HE discuss students' sense of belonging and reflect on the role of examining pedagogies and curriculum content • TASO's recommendations call for consideration of the mode and consistency of implementation of curriculum reform, engagement of lecturers and professors and the benefit of developing a clear theory of change • Exploration of how the creation of agile and responsive curricula can offer stretch and potential for success to a diverse student body • The OfS recommends review of curriculum, teaching and learning practices to reduce ethnicity degree awarding gaps 	<ul style="list-style-type: none"> • Longitudinal statistical evaluation of Transforming Programmes initiative considering 4-way comparison: <ul style="list-style-type: none"> ○ Transformed programmes the year before transformation and the year with the first graduating cohort after transformation ○ Programmes which have not been transformed across the same years ○ Transformed programmes vs non-transformed programmes prior to transformation ○ Transformed programmes vs non-transformed programmes post transformation • Student Insight programme (e.g. relevant questions or comments in New Students Survey, Hull Students Survey, National Students Survey, potential theme for 'pulse check' student feedback questions) 	<ul style="list-style-type: none"> • Written report shared externally (estimated 2026/27) <ul style="list-style-type: none"> • Interim findings reported internally at committee meetings, internal conferences etc. and externally via blogs and networks such as NERUPI and TASO
			Likely to generate Type 3 evidence	
Assessment Design and Support (IS3)	<ul style="list-style-type: none"> • Students consolidate their understanding of marking schemes and assessment criteria in order to maximise their potential for academic success • Students extend and apply knowledge within a supportive academic environment which utilises a wide range of assessment resources and approaches • Students consolidate communication skills and group work skills 	<ul style="list-style-type: none"> • The Inclusive Education Framework explains how improving assessment strategies could reduce educational inequalities • Cramer (2021)'s study found that the method of assessment (particularly exams) could be contributing to ethnicity degree awarding gaps • Learning and discussion at conferences such as the Assessment in Higher Education Conference 2023 has also informed this activity • Consideration and exploration of the role of grading rubrics to enable transparent and 	<ul style="list-style-type: none"> • Longitudinal statistical tracking of attainment, awarding gaps and assessment methods • Our Continual Monitoring, Evaluation and Enhancement process which captures student voice in working journals <p>Likely to generate Type 2 evidence with possibility of Type 3 evidence</p>	<ul style="list-style-type: none"> • Written report relating to competence based assessment (estimated 2026) <ul style="list-style-type: none"> • Related findings shared via blog posts on the University website, at internal and external conferences

	<ul style="list-style-type: none"> • Students consolidate their understanding of their subject area, extend knowledge through independent learning and identify areas of personal interest and potential specialism 	consistent marking, which can help to reduce the hidden curriculum (Kimono, 2023)		
Study Skills and Extra-Curricular Academic Support (IS3, IS4)	<ul style="list-style-type: none"> • Students consolidate their interpersonal and group work skills • Students consolidate understanding of their subject area and utilise course materials and teaching resources effectively • Students extend and apply knowledge within a supportive academic environment • Students engage with each other to establish positive relationships and form mutual support networks • Students engage pro-actively with the changing demands of their studies and develop pro-active support seeking behaviours 	<ul style="list-style-type: none"> • Hart (2023) from the Hull University Business School highlights the benefits of 1:1 academic support for students • Our Library Skills Team conducted a literature review on peer support to inform design of our peer assisted student success programme • Burke's (2019) literature review highlights the positive impact of engagement with support services and extra/co-curricular activities on retention and attainment rates • Many of these opportunities facilitate students to work and interact with peers and staff. One of our assumptions is that this can support students to build positive relationships and mutual support networks. THE's article on student support supports this premise. This assumption needs to be tested through our evaluation 	<ul style="list-style-type: none"> • Longitudinal analysis facilitated by improved data on student engagement with academic support via our 'digital spine' project. Comparison of outcomes for students who do/do not participate • Student feedback following accessing support/opportunities, aligned to Theory of Change Likely to generate Type 2 evidence. Exploration of appropriate comparator groups required to enable possibility of Type 3 evidence 	<ul style="list-style-type: none"> • Student feedback on support services reviewed regularly and used to inform process evaluation and interim/directional findings • Impact report in 3 to 4 years (to enable analysis of consistent data over time)
Personal Supervision Development (IS3, IS4)	<ul style="list-style-type: none"> • Students engage pro-actively with the changing demands of their studies and develop pro-active support-seeking behaviours • Students engage with personal tutorial to establish positive relationships 	<ul style="list-style-type: none"> • Research from our Faculty of Arts, Cultures and Education (Brady & Donkin, 2023) explores how to engage students in personal supervision to maximise its benefits, and specifically considers the potential for integrated models of personal supervision • Reflections on adopting a team based approach to personal supervision • One of our assumptions is that engagement with personal supervisors can enable students to access the academic support they need to maximise their success, this is supported by research underpinning the NERUPI framework 	<ul style="list-style-type: none"> • Monitoring of internal data (uptake of support, outcomes for students engaging with personal supervision vs. those not engaging) • Work with personal supervisors to understand experiences and insights into their students • Student Insight programme (e.g. relevant questions or comments in New Students Survey, Hull Students Survey, National Students Survey, potential theme for 'pulse check' student feedback questions) Type 1 evidence, with some Type 2 evidence 	<ul style="list-style-type: none"> • Findings shared internally at cross-faculty working groups • Survey results shared on internal data dashboard (HUMID) • Insight or evaluation shared externally via blog posts on our website and through networks such as NERUPI

Employability and Mobility Opportunities (IS3, IS4, IS6)	<ul style="list-style-type: none"> • Students consolidate their understanding of their subject area • Students develop a varied skills set to enhance future employability and the capacity to demonstrate skills to employers • Students engage with other students, staff and partner organisations to develop positive relationships and support networks 	<ul style="list-style-type: none"> • Universities UK found an uplift in degree classifications for graduates who undertook a period of mobility. They also found a correlation between better graduate outcomes and participation in mobility opportunities, especially for students of Black, Asian, mixed or other ethnicity, and students for less advantaged backgrounds • Universities UK found that students participating in short-term mobility programmes reported a positive impact on their academic experience • The TASO evidence toolkit suggests some evidence that engagement in work-experience supports better outcomes for students, and highlights the need to consider challenges for students from disadvantaged and under-represented groups to engage in work experiences • Many of these opportunities facilitate students to work and network with peers and employers. One of our assumptions is that this can support students to build positive relationships and mutual support networks. This assumption needs to be tested through our evaluation • Supporting students to access paid work opportunities which complement study can alleviate cost pressures for students. However, we are mindful that students should be supported so that work commitments do not adversely affect wellbeing and study – WonkHE) 	<ul style="list-style-type: none"> • Career readiness survey questions embedded into induction/enrolment to enable tracking students' perceptions and attitudes to career readiness • Improved IT infrastructure and systems to harness student feedback following engagement with specific projects or activities Likely to generate Type 2 evidence 	<ul style="list-style-type: none"> • Shared internally at working groups and committees • Key insights and evaluation findings shared with networks internally and externally • Likely to build on insights annually from 2026
Student Advisory Services Development (IS3, IS4, IS5)	<ul style="list-style-type: none"> • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • Students engage reflexively with support services to develop personalised strategies to find solutions to challenges they may experience • Students consolidate a varied skill set to foster personal wellbeing and success 	<ul style="list-style-type: none"> • The Advance HE Framework of Student Needs highlights a number of evidence informed needs for students to optimise their individual competence, confidence and resilience, and to feel a sense of belonging and community, these include: advice and challenge on personal development; specialist input; support in becoming independent and gaining agency • Burke's (2019) literature review highlights the positive impact of engagement with support 	<ul style="list-style-type: none"> • Longitudinal analysis facilitated by improved data on student engagement with student advisory services via our 'digital spine' project. Comparison of outcomes for students who do/do not engage with services • Student feedback following accessing support/opportunities, aligned to Theory of Change 	<ul style="list-style-type: none"> • Interim insight and findings shared internally on Staff Portal, and at working groups and committees • More robust evaluation findings shared externally via blog posts and networks (potential from 2027)

	<ul style="list-style-type: none"> • Students and staff engage pro-actively to identify and meet student support needs earlier (reducing escalation to acute risks to wellbeing) 	services and extra/co-curricular activities on retention and attainment rates	Likely to generate Type 2 evidence. Exploration of appropriate comparator groups required to enable possibility of Type 3 evidence	
Student Service Delivery Model (IS4)	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • The University engages pro-actively with our students to identify and meet support needs earlier 	<ul style="list-style-type: none"> • The Advance HE Framework of Student Needs highlights a number of evidence informed needs for students to optimise their individual competence, confidence and resilience, and to feel a sense of belonging and community which includes: accessible information about their course and wider university; communal settings to build community; place and space for personal development • WonkHE's article highlights a need to normalise asking for help, and being explicit about what support is available to students, especially for students from under-represented backgrounds who may be less confident in asking for help 	<ul style="list-style-type: none"> • Internal data to track engagement with online and physical services, enabled by investment in 'digital spine' infrastructure • Student Insight programme (e.g. relevant questions or comments in New Students Survey, potential theme for 'pulse check' student feedback questions) <p>Type 1 evidence</p>	<ul style="list-style-type: none"> • Findings shared internally at cross-institution working groups and committees
Extra-Curricular and Social Activities (IS4)	<ul style="list-style-type: none"> • Students can access social, leisure and extra-curricular opportunities, and pursue personal interests • Students engage with other students and staff from a variety of social, cultural and ethnic backgrounds to establish positive relationships and form mutual support networks 	<ul style="list-style-type: none"> • Evidence set out in Annex A suggests that our target cohorts are less likely to feel connected to fellow students, and more likely to have negative social experiences • WonkHE analysis found evidence of links between loneliness and student outcomes and mental health and suggests that putting scaffolding in place to enable students to build connections as locally as possible could be beneficial. • Burke's (2019) literature review highlights the positive impact of engagement with support services and extra/co-curricular activities on retention and attainment rates 	<ul style="list-style-type: none"> • Student Insight programme (e.g. relevant questions or comments in Hull Students Survey, National Students Survey, New Students Survey, potential theme for 'pulse check' student feedback questions) • Potential theme for primary research such as student panels or focus groups <p>Likely to generate Type 1 evidence with potential for Type 2 evidence</p>	<ul style="list-style-type: none"> • Findings shared internally at cross-institution working groups and committees • Survey results shared on internal data dashboard (HUMID) • Insight or evaluation shared externally via blog posts on our website and through networks such as NERUPI
Enhanced Student Communications and Engagement (IS4, IS5)	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them 	<ul style="list-style-type: none"> • HEPI's blog discusses the role of improved learner analytics to identify and meet support needs earlier 	<ul style="list-style-type: none"> • Student Insight programme (e.g. relevant questions or comments in Hull Students Survey, National Students Survey, New Students 	<ul style="list-style-type: none"> • Findings shared internally at cross-institution working groups and committees

	<ul style="list-style-type: none"> • Communications to students are coordinated and students receive timely, relevant and clear information • Students engage pro-actively with university life and are able to manage their academic requirements • Staff engage pro-actively to identify and meet student support needs earlier • Students who are less engaged or take a break from study are assisted to re-engage 	<ul style="list-style-type: none"> • TASO recommend using data to inform action to reduce the ethnicity degree awarding gap, and engaging students in co-creation • The OfS advises using data to understand students, to help reduce degree awarding gaps • Burke's (2019) literature review highlights the positive impact of engagement with support services and extra/co-curricular activities on retention and attainment rates 	<p>Survey, potential theme for 'pulse check' student feedback questions)</p> <ul style="list-style-type: none"> • Potential theme for primary research such as student panels or focus groups <p>Likely to generate Type 1 evidence with potential for Type 2 evidence</p>	<ul style="list-style-type: none"> • Survey results shared on internal data dashboard (HUMID) • Insight or evaluation shared externally via blog posts on our website and through networks such as NERUPI
Campus Culture and Space (IS4, IS5)	<ul style="list-style-type: none"> • Students are able to engage with student life and the university's academic community • Students develop positive relationships with students and staff • Students feel part of a friendly and inclusive community 	<ul style="list-style-type: none"> • The analysis we undertook to inform our plan highlighted that students from areas of higher deprivation or eligible for free school meals, Black students and Asian students were less likely to feel that the campus culture was inclusive, and more likely to have felt discriminated against. • Advance HE's reflection on students' sense of belonging highlights the need to consider the physical and psychological space • The Advance HE Framework of Student Needs highlights that place and space for personal development are needed by students to feel a sense of belonging and community 	<ul style="list-style-type: none"> • Student survey questions about campus culture, experiences of inclusivity, experiences of discrimination • Potential theme for primary research such as student panels or focus groups <p>Likely to generate Type 1 evidence</p>	<ul style="list-style-type: none"> • Findings shared internally at cross-institution working groups and committees • Insight or evaluation shared externally via blog posts on our website and through networks such as NERUPI
Induction and Transition (IS4)	<ul style="list-style-type: none"> • Students experience a positive induction into student life and the campus environment • Students experience a positive introduction to academic staff, support staff and fellow students • Student access the information, advice and guidance needed to make a successful transition to the University 	<ul style="list-style-type: none"> • Activity has been designed based on feedback from our students • Insight set out in Annex A highlights that students from socio-economically disadvantaged backgrounds, Black students and Asian students were more likely to have negative experiences, such as moving into accommodation or joining societies 	<ul style="list-style-type: none"> • Feedback from students on Induction and Transition activity • Annual New Students Survey <p>Likely to generate Type 1 evidence</p>	<ul style="list-style-type: none"> • Findings shared internally at cross-institution working groups and committees • Insight or evaluation shared externally via blog posts on our website and through networks such as NERUPI
Specialist Careers Advice (IS4)	<ul style="list-style-type: none"> • Students access specialist careers information, advice and guidance • Students access opportunities to attend events and experiences which develop 	<ul style="list-style-type: none"> • TASO evidence toolkit explains that the existing evidence suggests that IAG can be beneficial for improving employability and employment outcomes, however most of the evidence is not causal 	<ul style="list-style-type: none"> • Career readiness survey questions embedded into induction/enrolment to enable tracking students' perceptions and attitudes to career readiness 	<ul style="list-style-type: none"> • Findings shared internally at cross-institution working groups and committees • Insight or evaluation shared externally via blog posts on

	<p>awareness of career paths, and to network with alumni and employers</p> <ul style="list-style-type: none"> • Students are able to consolidate and communicate the skills, experiences and graduate attributes acquired during HE effectively, in order to access post-graduate study and/or graduate-level occupations 	<ul style="list-style-type: none"> • Close alignment to the NERUPI framework • The Advance HE Framework of Student Needs highlights that specialist input is needed by students to optimise their individual competence, confidence and resilience. 	<ul style="list-style-type: none"> • Improved IT infrastructure and systems to harness student feedback following engagement with specific projects or activities <p>Likely to generate Type 2 evidence</p>	<p>our website and through networks such as NERUPI</p>
Targeted Support (IS4)	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students access personalised support services appropriate for their personal circumstances • Students feel part of a friendly and inclusive community 	<p>Some students' circumstances required nuanced, targeted support designed to meet specific needs (for example, care leavers, estranged students, students with a disability or students who are neurodivergent).</p>	<ul style="list-style-type: none"> • Improved IT infrastructure and systems to harness student feedback following engagement with specific projects or activities • Relevant questions and topics in our student insight programme to continually improve our understanding of students' needs <p>Likely to generate Type 1 evidence</p>	<ul style="list-style-type: none"> • Student Insight findings reviewed and shared internally annually • Ongoing process evaluation shared via working groups and networks
Pro-active Mental Health and Wellbeing Support (IS5)	<ul style="list-style-type: none"> • Students are aware of the range of support services available and how to access them • Students engage pro-actively with the changing demands of their studies and student life, and develop pro-active support-seeking behaviours • Students feel part of a friendly and inclusive community 	<ul style="list-style-type: none"> • Insight set out in Annex A shows that our students who are Black, Asian and experience greater socio-economic disadvantage are more likely to report challenges with their emotional and mental health. • The TASO Student Mental Health Evidence Toolkit suggests that there is robust evidence to support psychological interventions such as talking therapies • The toolkit suggests a need for more longitudinal impact evaluation for many other student mental health interventions such as place and space initiatives • The Universities UK report 'Minding our Future' highlights focusing on prevention and integrating delivery via links with NHS providers 	<ul style="list-style-type: none"> • Reflective practice • Increased use of learner analytics to track support needs, patterns in those engaging in support and outcomes • Related questions in our Student Insight programme (New Students Survey, Hull Students Survey, National Students Survey) <p>Likely to generate Type 1 evidence.</p>	<ul style="list-style-type: none"> • Process evaluation on an ongoing basis as part of reflective practice • Student Insight findings reviewed and shared internally annually
Financial Support (IS6)	<ul style="list-style-type: none"> • Students access student finance and budgeting support appropriate to personal circumstances 	<ul style="list-style-type: none"> • The TASO evidence toolkit highlights reasonable evidence to support the use of needs-based grants to promote retention/completion 	<ul style="list-style-type: none"> • Build on analysis of outcomes for students in receipt of financial support, aligned to Theory of Change outcomes 	<ul style="list-style-type: none"> • Written report shared externally (estimated 2027/28)

- Students experience fewer financial barriers to engaging in academic, extra-curricular and social activities
- Students have more time available for academic studies and to engage in the wider student experience

- Preliminary data analysis of our hardship support funds suggests that financial support could support retention for those in financial hardship, further longitudinal analysis is needed to confirm this correlation

- Student feedback following accessing support
Likely to generate Type 2 evidence. Exploration of appropriate comparator groups required to enable possibility of Type 3 evidence

- Interim findings reported internally at committee meetings, internal conferences etc. and externally via blogs and networks such as NERUPI and TASO